

**KENTUCKY DEPARTMENT OF EDUCATION
21st Century Community Learning Centers Cycle 17 RFA
Application Cover Page**

Submission Deadline: November 18, 2019 4:00 ET

Check application type (Must be indicated in order for application to be reviewed.)

☐ New Applicant (\$150,000) ☐ Continuation Applicant (\$100,000) ☒ Expansion Applicant (\$100,000)

Fiscal Agent DUNS #:19-322-5455 Fiscal Agent SAMS CAGE Code#:5ND82

One grant may serve a maximum of two schools. Each site must meet all RFA requirements.

All information below, except signatures, must be typed.

School #1: Taylorsville Elementary

Physical Address: 420 Highview Drive Taylorsville KY 40071

Target Grades: K-5

School #2:

Physical Address:

Target Grades:

Fiscal Agent: Spencer County School District

Superintendent/Chief Executive Officer: Charles Adams

Physical Address: 207 West Main Street Taylorsville KY 40071

E-mail: charles.adams@spencer.kyschools.us

Co-Applicant: Spencer County Cooperative Extension Office

Superintendent/Chief Executive Officer: Mollie Tichenor

Physical Address: 100 Oak Way Taylorsville KY 40071

E-mail: matich2@uky.edu

Grant Writer: Beth Hodgens

Agency: Spencer County School District

Phone #: 502-477-3339

E-mail: beth.hodgens@spencer.kyschools.us

As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other public and private organizations. I/We further confirm: (1) the information in this application is correct and complete; (2) failure to comply with all requirements and assurances, as listed in the RFA, will negatively impact funding and/or eligibility to apply for future grant opportunities; and (3) 21st Century Community Learning Centers will operate in accordance with current federal laws and regulations and the provisions of this application as approved.


Fiscal Agent: Superintendent/Chief Executive Officer

Date


Co-Applicant: Superintendent/Chief Executive Officer

Date

Notary Public:

Date

11/15/19
11/15/19
3-28-2020

Notary Seal (My Commission Expires):

DAWN MICHELE BARLOW
NOTARY PUBLIC-STATE AT LARGE
KENTUCKY
NOTARY ID # 550650
MY COMMISSION EXPIRES 03-28-2020

LOGIC MODEL

Program Goals:

1. Increase academic achievement of regularly participating students.
2. Improve non-cognitive indicators of success in regularly participating students.
3. Increase the number of students attending the program 30 days or more during the academic year.
4. Increase access to high-quality programming.
5. Increase transition readiness awareness for elementary students.
6. Increase education opportunities for parents and families that support academic achievement.

Program Objectives:

- 1.1 By 2023, MAP data will reveal a 15% decrease in students performing below the grade-level norm in math.
- 1.2 By 2023, MAP data will reveal a 15% decrease in students performing below the grade-level norm in reading.
- 2.1 By 2023, we will see a 10% reduction in the number of total office referrals
- 2.2 By 2023, we will see a 10% decline in the total number of students who are chronically absent.
- 3.1 By 2023, there will be a 20% of increase in students attending the morning program for K-3 reading intervention.
- 3.2 By 2023, there will be a 25% increase in the total numbers of students attending the program for 30+ days.
- 4.1 By 2023, there will be a 20% increase in after-school activities in math, reading, and STEM through the 21st CCLC program.
- 4.2 By 2023, there will be a 20% increase in non-cognitive afterschool activities through the 21st CCLC program.
- 5.1 By 2023, there will be a 15% increase in the number of students participating in college and career awareness activities.
- 5.2 By 2023, there will be a 15% increase in the number of students participating in middle school transition readiness activities.
- 6.1 By 2023, there will be a 15% increase in parents participating in skill building activities.
- 6.2 By 2023, there will be a 15% increase in attendance in family and parent opportunities.

Describe the targeted participants to be served by the program:

Our 21st CCLC program will be available to all students in grades K-5, will enrollment prioritized for the targeted population. The targeted population for recruitment for the **K-3 Reading Intervention morning program** includes: Kindergarten students who scored "Not-Ready" on the Brigance screener, all K-3 students who are in Tier 2/Tier 3 reading interventions during the school day, all K-3 exceptional education (ECE) students who have cognitive goals related to reading disabilities, any K-3 students who is significantly below the grade level benchmark on the Development Reading Assessment (DRA) or the Measures of Academic Progress (MAP) assessment, and any K-3 student who is referred by their classroom teacher as having significant deficits in the area of literacy who may not be included in those priority groups. **The targeted population for recruitment for the afterschool program** includes: the students who are participants in the morning K-3 Reading Intervention Program, all students who are in Tier 2 or Tier 3 interventions for math, reading, or writing, any student who is a Tier 2 or 3 for behavior support, any student who is a Tier 2 or 3 for chronic absenteeism support, any student who has received three or more office referrals, any student who is one grade level or more below benchmark on the DRA or MAP in reading or math, any student who is identified ECE, and finally any student who is referred by their classroom teacher or another staff member based on specific needs of the student or family.

Activities:

K-3 Reading Intervention morning program

Afternoon program to include homework assistance, academic enrichment and remediation including: math online learning, reading online learning, newspaper club, book club, Rube Goldberg machines club, Lego Robotics, Lego Engineering, Wacky Science club; non-cognitive activities including: archery, photography, Rally club, creative crafts, yoga, sports club, boys club and girls club

Adult skill building to include; smoking cessation, budgeting, dressing for interviews/jobs on a budget, healthy snacks and meals on a budget, family fitness, mental health resources and support, maintaining a vehicle on a budget.

Resources to Address Objectives:

Certified teachers, Instructional Assistants, High school students, online software, technology devices, computers, headphones, sports equipment, yoga materials, curriculum for clubs, journals, books, literacy support materials such as magnetic letters, Lego engineering materials, Lego robotics materials, science materials, craft materials, volunteers to lead adult skill building session, cameras

Data Sources:

Data sources include: Measures of Academic (MAP) school and national norm data, Developmental Reading Assessment (DRA) school and national norm data, Brigance Early Childhood Screener school and state data, Census data, County and State health data, Free/Reduced Lunch data via KDE

Outcomes:

1.1 MAP data will reveal a 15% decrease in students performing below the grade-level norm in math.

1.2 MAP data will reveal a 15% decrease in students performing below the grade-level norm in reading.

2.1 We will see a 10% reduction in the number of total office referrals

2.2 We will see a 10% decline in the total number of students who are chronically absent.

3.1 There will be a 20% of increase in students attending the morning program for K-3 reading intervention.

3.2 There will be a 25% increase in the total numbers of students attending the program for 30+ days.

4.1 There will be a 20% increase in after-school activities in math, reading, and STEM through the 21st CCLC program.

4.2 There will be a 20% increase in non-cognitive afterschool activities through the 21st CCLC program.

5.1 There will be a 15% increase in the number of students participating in college and career awareness activities.

5.2 There will be a 15% increase in the number of students participating in middle school transition readiness activities.

6.1 There will be a 15% increase in parents participating in skill building activities.

6.2 There will be a 15% increase in attendance in family and parent opportunities.

Part I: Needs Assessment

Our elementary school is one of two elementary schools in a rural district that lies geographically in the golden triangle of Louisville, Lexington, and Northern Kentucky. The school currently serves 591 students in grades PK-5. The current population of students qualifying for free and reduced lunch is 59.18% according to the 2018-2019 Final Qualifying Data, retrieved October 2, 2019 from <https://education.ky.gov>.

Needs Assessment Process and Stakeholder Involvement: In preparing this grant proposal, the needs assessment process included an invitation of involvement of all stakeholders in the school and local community. All advisory council members and program partners of the current 21st CCLC program provided their input to the Program Director in an Advisory Council meeting. Students who are current participants in the current 21st Century Community Learning (CCLC) Program at the elementary were surveyed for interests, needs, and ideas for improving the current program. A link to a brief survey was placed in the local newspaper, on the district website, and pushed out over school and district social media utilizing Survey Monkey to gather all responses. Additionally, a paper-based comprehensive input and interest survey was given to faculty and parents the week of fall parent/teacher conferences, with 140 families responding. In total, over 200 stakeholders participated in digital and written surveys and/or provided in-person input.

Availability and/or Lack of Resources: The total population of the county is 18,794, with most working residents having an average daily commute time of 104 minutes to and from work (Retrieved October 2, 2019, American Community Survey, U.S. Census Bureau Quick Facts). This is a 40% growth in population over the 2010 Census Bureau Data that

showed the population at just under 12,000. However, the community has seen little economic growth and has virtually no industrial base, with the economy revolving primarily around agriculture. This is not uncommon to bedroom communities where residents reside in the county for more affordable housing and commute to urban areas for better job opportunities, creating the environment for latch-key children who are often home from school before one or both parents. Academic and enrichment supports are not provided by any programs such as the YMCA, and the current 21st CCLC program is greatly helping to meet that community need. When the original grant was written four years ago, the school population averaged around 430 students. In August 2017, the school moved into a new building and redistricting occurred, increasing the school population to nearly 600 students. The original grant was written to service 50 students, with the most recent APR Center Profile data showing that 112 students were serviced last year, with 81 of those attending 30+ days. The goal of this expansion grant is to increase the 30+ day attendance to 100, while expanding program to meet the current needs of the additional 62% of regular program attendees whom were not budgeted for in the original grant application.

Data to Support Needs of Programming: Data to Support Needs of Programming: The Brigance® Early Childhood Screener reveals that school-readiness among the elementary school's incoming Kindergarten students is significantly lower than the state average (see Table 1), with **67% of students entering Kindergarten NOT READY** this year versus a state average of **48.9% NOT READY**. The exception in this data is the 2017-18 school year, when the district received a Preschool Partnership Grant which allowed for outreach and support to families of young children in the county. Therefore,

we know firsthand that making contact with families to provide information, education, and support impacts student success in school. By providing K-3 Reading Interventions under our current 21st CCLC grant, we are able to provide additional support that increase the likeliness of closing this gap prior to 4th grade. An expansion grant will allow for an additional certified teacher to help lead an additional reading intervention group each morning.

**Table 1: % of Students deemed NOT READY
based on Brigance Early Childhood Screener**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
School	64.4%	62.9%	60.0%	68.9%	40.0%	67.0%
State	51.0%	50.0%	49.9%	49.9%	48.6%	48.9%

Every fall, winter, and spring, students take the Measures of Academic Progress (MAP) Assessment ® in both math and reading. Longitudinal data supports that the current 21st CCLC program, along with additional school-day supports, have greatly improved the reading and mathematics skills

Table 2: Growth of Fall MAP READING Scores

Grade	2015	2019	Grade Level Norm
Kindergarten	143.8	142.4	141.0
1 st grade	158.3	162.6	160.7
2 nd grade	165.6	175.8	174.7
3 rd grade	185.3	190.1	188.3
4 th grade	197.3	201.0	198.2
5 th grade	201.0	206.0	205.7

Table 3: Growth of Fall MAP MATH Scores

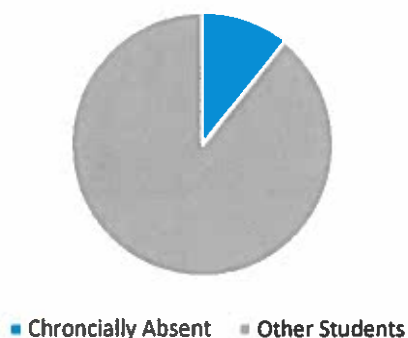
Grade	2015	2019	Grade Level Norm
Kindergarten	139.5	142.0	140.0
1 st grade	160.6	163.6	162.4
2 nd grade	171.6	178.5	176.9
3 rd grade	188.8	192.3	190.4
4 th grade	201.4	203.6	201.9
5 th grade	209.3	213.3	211.4

of many students in grades 1-5. In 2015, students in grades 1-5 were below the grade level norms in both math and reading (see Table 2). Currently, all grade levels are above the norms in both math and reading (see Table 3). However, KPREP results reveal that students continue to struggle with proficiency in both of those areas. For the

2018-19 academic year, the elementary school had 45.2% of students in grades 3-5 NOT achieve proficiency in reading, and 43.1% of students in grades 3-5 NOT achieve proficiency in math. When looking at separate academic indicators such as science, writing, and social studies, the students in grades 3-5 struggle even more to reach proficiency with only 32.1% scoring proficient in science, 41.7% scoring proficient in social studies (53% state average) and 38% scoring proficient in writing (46.6% state average). An expansion grant will allow for additional STEM activities, as well as clubs that target both writing and social studies.

Chronic absenteeism is defined as a student missing greater than 10% of the current enrolled academic year. Currently 10.70% (63) of students at this school are chronically

Current Attendance Rates



absent. This is a reoccurring issue, with the elementary having comparable chronic absenteeism rates with that of the high school.

Research shows that chronic absenteeism is correlated to reading difficulties, with only 17% of kids who were chronically absent in Kindergarten can read on a proficient level in 4th grade (2014,

Feb., Attendance in the Early Grades, Attendance

Works). Additionally, students from lower-income households have a higher rate of absenteeism. Whereas, students whose parents feel more welcome and engaged in the school have improved attendance rates. All students who are identified as chronically absent will be referred to the 21st CCLC program.

The school utilizes a whole-school Positive Behavior Interventions and Supports (PBIS) approach to communicate clear and detailed expectations in all areas of the school at all times during the day to all grade levels. Teachers use an online tool called LiveSchool to give points for meeting those expectations or to take points for not

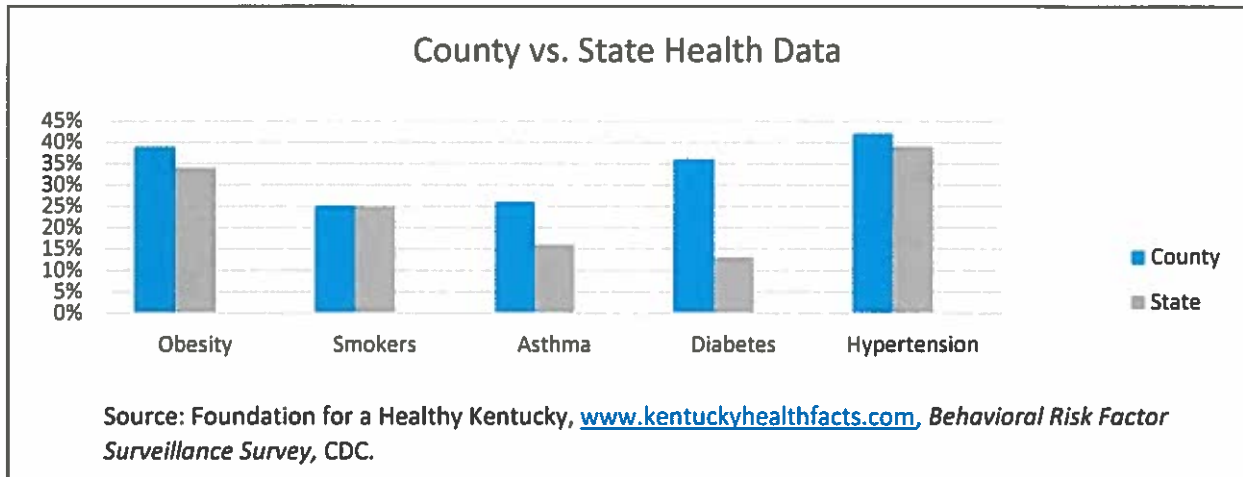
meeting behavior expectations. Students then receive a paycheck each week and can spend points earned in the teacher's classroom store or order from the school's online store.

Regardless of the strength of the Tier 1 system of behavior management, there is a strong

Office Referral Data 2017-Present	
2017-2018	155 total referrals 77% male 23% female
2018-2019	129 total referrals 86% male 14% female
2019-2020 *current year still ongoing	26 referrals (8/7/19-11/1/19) 96% male 4% female

need for a Tier 2 and Tier 3 system of further behavior supports for students. Currently, there are 29 students in Tier 2 and 5 students in Tier 3 behavior supports. This number does not include the 35+ students already receiving ECE supports for social and emotional needs. Tier 2 and Tier 3 supports scaffold based on need from daily or weekly check-ins with the school counselor, visual schedules, visual sticker charts, etc. There is also a full-time mental health counselor in the school. Classroom teachers have also been through training addressing how to support students exposed to trauma. Additionally, in each classroom there is a Cool Down Corner Kit and Choose 2 Cards (which guides students to deal with conflict wisely). The entire school has a morning assembly each morning and the School Counselor uses a Core Essential Values program to cover ten minute character development mini-lessons. The current 21st CCLC program utilizes all school-wide systems in place including PBIS, LiveSchool, and Core Essential Values lessons. While office referral have shown a decline since the

implementation of the current 21st CCLC grant, there is still a need to address social and emotional needs and behavior expectations and self-regulation, particularly with males.



Community data reveals a need for addressing non-cognitive factors that will impact both current and long term physical, mental, social/emotional health of county youth. According to the Foundation of a Healthy Kentucky, residents in the county have overall physical health concerns related to lack of physical activity, obesity, smoking, asthma, diabetes, and hypertension. High school youth reported that over 22% used some type of tobacco product regularly. With only three physicians county-wide, there is a strong need for alternate methods of health care awareness, education, and prevention.

Targeted Population based on Needs: While the program is open to all students, both academic and non-cognitive data support targeting the following populations:

Academic Needs	Non-Cognitive Needs	Additional Targeted Populations
<ul style="list-style-type: none"> Kindergarten students scoring "Not Ready" on Brigance Tier 2 and Tier 3 students in reading or mathematics Students scoring one grade norm or more below benchmark on the MAP assessment in reading or math ECE students with cognitive goals in reading and math 	<ul style="list-style-type: none"> Tier 2 or Tier 3 students for Chronic Absenteeism Tier 2 or Tier 3 students for Additional Behavior Supports Students who are serviced by the school's mental health counselor Student and families that qualify for free or reduced lunch ECE students with social and emotional goals 	<ul style="list-style-type: none"> Students and families who are referred by the classroom teacher, other school staff, or parent for extenuating circumstances that create a barrier to learning or school success

Part II: Quality of Plan

Academic Requirements: At least two certified teachers are utilized in the morning, afternoon, and summer program. During the morning, the K-3 reading interventions are led by a certified teachers (currently 2, with a need to expand to 3), both of whom have extensive training and experience in reading intervention. The reading intervention takes place every Monday through Thursday, along with the afternoon program. In the afternoon, all of the homework assistance is led by certified teachers (currently 3). Also many of the academic and non-cognitive activities are led by certified teachers. Currently, total certified teacher hours in the morning and afternoon program total to the required minimum of eight hours per week. In the summer program, all blocks of math and reading are led by certified teachers. The program employs both regular classroom certified teachers and Exceptional Education (ECE) certified teachers.

K-3 Reading Intervention: Primary students in the morning program receive one hour of targeted, daily small group interventions with Fountas & Pinnell Leveled Literacy along with the Orton Gillingham Multi-Sensory approach. Leveled Literacy is a program designed for low-achieving students using systematically designed lessons and original, engaging leveled books. This intervention is led by certified teachers who are trained in reading interventions and have many years of experience in providing individualized reading instruction and intervention to elementary-aged readers of all abilities. Additionally, these teachers are trained in and incorporate the Multi-Sensory Approach to teaching reading instruction during the morning intervention time. Multi-Sensory is a direct, explicit, multi-sensory, structured approach to teach literacy that was designed to teach struggling readers the connections between letters and sounds.

Research and Evidence-Based Activities: All curriculum utilized by the 21st CCLC program is researched prior to use to determine effectiveness and alignment with standards and developmental appropriateness, as well as the needs of the students utilizing the curriculum. The 21st CCLC program utilizes resources such as the WhatWorks Clearinghouse to choose materials and curriculum based on scientifically-based research that have been show to improve academic and non-cognitive factors of success. For example, incoming Kindergarten students coming in NOT READY showed a deficit in literacy. The original 21st CCLC grant required a K-3 intervention program. After research, Fountas & Pinnell Leveled Literacy was selected for use because the WhatWorks Clearinghouse showed had the reading intervention had positive effects on “general reading comprehension and fluency”. This process of determining needs and then researching best fit curriculum, programs, and instructional practices happens consistently with all chosen materials for the 21st CCLC program.

Targeting Low-Performing Students: All low performing students are recruited and prioritized for enrollment in the 21st CCLC program. By using various data sources to collaborate in identifying the most struggling and neediest students, the program will be able to target and support the students who will most benefit from the homework assistance, academic interventions, and other programs to address non-cognitive needs.

Connection to Kentucky Academic Standards: Our 21st CCLC will continue to align with all programs and activities within the Kentucky Academic Standards (KAS) in reading, mathematics, and science via collaboration between the Program Director and classroom teachers to provide tutoring, homework assistance, academic enrichment

and intervention aligned with these standards. In addition, the literacy and math interventions provided were selected for their strong ties to KAS, as evidenced by aligned standards in foundational skills. Enrichment offerings offered to participant students are “hidden” learning opportunities in the core subjects of reading, writing, math, social studies, and science. Enrichment opportunities will include STEM activities, as well as sports, crafts, photography, yoga, and more.

Program Alignment to Comprehensive School Improvement Plan: The 21st CCLC program will support the school in their goals of increasing student achievement in reading and math, implementing science units and activities to students in all grade levels, targeting Exceptional Education (ECE) students in reading and math, and participating in professional development regarding interventions in reading and math. Through academic offerings, reading intervention and homework assistance, the program will support the school in increasing math and reading achievement. Club offerings like STEM, robotics, and design will help the school meet their needs in exposing students to science units and activities. ECE students will benefit from being prioritized for recruitment and retention. Also, collaborating in all district professional development will allow the 21st CCLC staff to support the school in both math and reading interventions.

Objectives:

Goal	Objectives	Related Need
1. Increase academic achievement of regularly participating students	1.1 By 2023, MAP data will reveal a 15% decrease in students performing below the grade-level norm in math. 1.2 By 2023, MAP data will reveal a 15% decrease in students performing below the grade-level norm in reading.	<ul style="list-style-type: none"> • Students entering school deemed not ready • Students scoring below grade-level norms in mathematics and reading
2. Improve non-cognitive indicators of success in	2.1 By 2023, we will see a 10% reduction in the number of total office referrals.	<ul style="list-style-type: none"> • High number of males receiving office referrals

regularly participating students.	2.2 By 2023, we will see a 10% decline in the total number of students who are chronically absent.	<ul style="list-style-type: none"> Over 10% of students being chronically absent
3. Increase the number of students attending the program 30 days or more during the academic year.	3.1 By 2023, there will be a 20% increase in students attending the morning program for K-3 reading intervention. 3.2 By 2023, there will be a 25% increase in the total numbers of students attending the program for 30+ days.	<ul style="list-style-type: none"> Increase in school population of over 150 students since original grant was written High rate of students entering Kindergarten not ready
4. Increase the access of high-quality programming.	4.1 By 2023, there will be a 20% increase in after-school activities in math, reading, and STEM through the 21 st CCLC program. 4.2 By 2023, there will be a 20% increase in non-cognitive afterschool activities through the 21 st CCLC program.	<ul style="list-style-type: none"> Lack of community resources and access to high-quality afterschool programs or activities due to rural location Population of free/reduced students at almost 60% creates inability for families to pay for extracurricular activities
5. Increase the transition readiness awareness for elementary students.	5.1 By 2023, there will be a 15% increase in the number of students participating in college and career awareness activities. 5.2 By 2023, there will be a 15% increase in the number of students participating in middle school transition readiness activities.	<ul style="list-style-type: none"> Currently few offerings in college and career awareness activities Currently few offering in transition readiness
6. Increase educational opportunities for parents and families that support academic achievement.	6.1 By 2023, there will be a 15% increase in parents participating in skill building activities. 6.2 By 2023, there will be a 15% increase in attendance in family and parent opportunities.	<ul style="list-style-type: none"> Community health data and survey data reveals a need for additional assistance with

Program Activities: The 21st CCLC provides afterschool academic intervention,

remediation/acceleration and enrichment opportunities for students in grades K-5. Each day begins with a homework assistance block so students can complete their homework under the guidance of certified teachers and staff. Following the homework assistance block, students participate in a rotation of academic related remediation or acceleration that includes activities which address the school's goals in the academic areas of reading, math, writing, science, or social studies. Following the academic rotations, non-cognitive needs are addressed through enrichment clubs with activities such as archery, photography, yoga and rally club. The non-cognitive clubs are aimed at

decreasing chronic absenteeism, improving student behavior through social skills and peer interactions, and increasing awareness of health and nutrition of our students and families. Our school has partnered with several groups to develop a series of clubs and activities for students taught by teachers, Extension Office staff, and a host of other community volunteers, even including our Assistant Superintendent who leads the archery club. The team developed the following list of current and potential enrichment opportunities for students that continue to expand and evolve based on school data, participation, surveys, and other feedback. (these vary each year)

Math Online Learning	Reading Online Learning	Homework Assistance	Newspaper
Book Club	Lego Robotics	Lego Engineering	Creative Crafts
Archery	Photography	Rally Club	Rube Goldberg Machines
Yoga	Girls Club	Boys Club	Sports Club

The activities for both academic and non-cognitive needs are selected using both evidence and research-based processes as described earlier as well as using the “Principles of Effectiveness” including:

- **Assessment of Objective Data-** the programs established will be so with demonstrated need from objective and relevant data
- **Performance Measures-** measures will be utilized to ensure high-quality academic enrichment programs
- **Scientifically-based Research-**21st CCLC program will incorporate scientifically-based research to guide program and activity development

Currently STEM and STEAM are addressed through Lego Robotics. This high-interest club helps with recruitment and retention. With an expansion grant, this would be expanded to include Lego Engineering. Other STEM and STEAM offering include the Rube Goldberg Machine club which allows students to take everyday items and design and engineer simple machines to perform one process. The students love the freedom

and challenge in this club. There is also a Wacky Science club and a Creative Crafts club that address both STEM and STEAM topics. Expanding the current grant would allow for the purchase of additional supplies needed to support additional students in these clubs.

Transition readiness will be addressed through having a yearly collaborative event with the current 21st CCLC middle school program. The 4th and 5th grade students will travel to the middle school to have an event where they will have the chance to tour the school, hear about the current 21st CCLC middle school program and other school activities, and meet current middle school students by working together on a collaborative craft or project. By the time these students reach the middle school, they will have at least two opportunities to familiarize themselves with the middle school, the middle school extracurricular offerings, and meet several middle school students. The 21st CCLC program will also host volunteers and other guest speakers who discuss college and careers with students throughout the year. An example of this during the current program includes the local utility company leading an enrichment center during summer school to discuss local jobs involving utilities including lineman, office staff, drone operators, or other related personnel.

The current 21st CCLC program schedule:

	Monday	Tuesday	Wednesday	Thursday
7:15-8:15	K-3 Reading Intervention	K-3 Reading Intervention	K-3 Reading Intervention	K-3 Reading Intervention
3:40-3:55	Snack	Snack	Snack	Snack
3:55-4:30	Homework Assistance	Homework Assistance	Homework Assistance	Homework Assistance
4:30-5:05	Academic Acceleration or Remediation	Academic Acceleration or Remediation	Academic Acceleration or Remediation	Academic Acceleration or Remediation
5:05-5:40	Enrichment	Enrichment	Enrichment	Enrichment

Survey data, school data, and community data reveal a need to assist parents with a variety of topics including: support groups (for stressful issues like divorce), budgeting, smoking cessation, healthy meal prepping, managing child behavior, vehicle maintenance, and family exercise ideas. Planned events include:

Adult Skill Building Activities:	
Physical and Mental Health Related	Job/Finance/Budget Related
<ul style="list-style-type: none"> • Representative from local health department will present awareness of smoking related health issues and methods/available resources for smoking cessation • Representative from local mental health counseling will present resources available in community for mental health services including local support groups • Volunteer from local organization will present sessions on how to make budget friendly healthy meals and snacks, along with fun ways to being active together as a family 	<ul style="list-style-type: none"> • Local volunteer will present how to dress your family on a budget, how to dress successfully for an interview on a small budget • Local mechanic will present simple ways to keep vehicles in repair and road worthy • Local volunteer will present ways to budget, coupon, and save money on household expenses

Recruitment and Retention: The targeted population for recruitment for the **K-3 Reading**

Intervention morning program includes: Kindergarten students who scored “Not-Ready” on the Brigance screener, all K-3 students who are in Tier 2/Tier 3 reading interventions during the school day, all K-3 exceptional education (ECE) students who have cognitive goals related to reading disabilities, any K-3 students who is significantly below the grade level benchmark on the Development Reading Assessment (DRA) or the Measures of Academic Progress (MAP) assessment, and any K-3 student who is referred by their classroom teacher as having significant deficits in the area of literacy who may not be included in those priority groups. **The targeted population for recruitment for the afterschool program** includes: the students who are participants in the morning K-3 Reading Intervention Program, all students who are in Tier 2 or Tier 3 interventions for math or reading, any student who is a Tier 2 or 3 for behavior

support, any student who is a Tier 2 or 3 for chronic absenteeism support, any student who has received three or more office referrals, any student who is one grade level or more below benchmark on the DRA or MAP in reading or math, any student who is identified ECE, all Free/Reduced lunch students, and finally any student who is referred by their classroom teacher, another staff member, or parent based on specific needs of the student or family.

Strategies for Recruitment

- **Visibility:** One strategy to recruit new students is to increase visibility of the program. This will happen by hosting an information and recruitment table at all parent events and nights including Back to School Open House, all three Family Learning is Powerful (FLIP) nights, and any other family events sponsored by the school; also the district Kindergarten Readiness night, and the district Back to School Readifest bash. Not only will the director be present, but she will bring students to talk to parents and students about the program. Additionally, the program will have a more active presence on social media and the internet by posting on the school's Facebook page at least twice monthly about the program and related activities, they will also update and maintain a current website. Each month, the Program Director will contribute to the school-wide newsletter that goes home with every student.
- **Policy:** The Program Director will petition the SBDM to create a policy that any student placed in a Tier 2 or Tier 3 for behavior, chronic absenteeism, math, or reading will be invited and encouraged to attend the 21st CCLC program. Additionally, any student being considered for retention will be invited and encourage to attend the summer program.
- **Alternate Offerings:** The program will offer an extensive variety of alternate programming that students are not able to have access to through the district-sponsored after school clubs. In addition, the program will offer students the opportunity to participate in activities that traditionally have a cost associated with them such as basketball, football, archery, dance.

Strategies for Retention

- **Meeting Specific Needs:** Current 21st CCLC program will survey students and parents each year to determine successes and growth areas of program in order to continue to better meet the specific needs of the families served.
- **Offering Popular and Engaging Programming to Kids:** Program offerings will include high-interest activities that are both engaging and fun, but include hidden learning opportunities (examples include: Lego Robotics, gaming, archery, photography).
- **Communicating Academic Growth or Other Success:** 21st CCLC staff will share growth and successes of each student who attends the program with parents regularly to ensure parents are aware of the impacts of the program on their child's academic and social/emotional success.

Links to Regular School Day: The Program Director collaborates weekly through Professional Learning Community (PLC) meetings with school administration, classroom teachers, and other staff to gather data and information so the program can provide instructions congruent with what is being taught in the classroom. In addition, the Director works with the school's Response to Intervention (Rtl) Coordinator and school's Rtl committee through quarterly Rtl meetings to provide and monitor the targeted interventions for individual students. The Program Director also meets in person or communicates via email with school staff regarding the 21st CCLC program, schedule, activities, and students on an as needed, ongoing basis.

All program staff, including the Director, participate in district professional development (see Professional Development Plan under Staffing section) to share best practices to ensure our programming is aligned with the KAS, the district and school CSIP, along with school-wide curriculum and instruction and intervention programs. Examples of this congruency between the school day and the 21st CCLC program include: the use of Lexia, Dreambox, small group guided reading instruction, direct instruction in EngageNY math program/models, and science activities that involve hands-on and engineering practices.

Staffing: Staffing currently includes a 220-day Program Director, a Data Manager, several Certified Teachers, Instructional Assistants, High School students, and a multitude of volunteers. At all times, a staff to student ratio will meet the 1:15 requirement. The high school students are not included in meeting that ratio.

Position	Responsibilities	Qualifications
Program Director (220 day contract)	<ul style="list-style-type: none"> • Establishes an Advisory Council to ensure the accomplishment of the project goals; • Develops after-school curriculum to meet individual needs of participating students; • Identifies and recruits students and families in need of services; • Conducts annual needs assessment and evaluation; • Establishes relationships with community partners to collaborate on services; • Provides supervision and leadership to all center staff, including volunteers; • Schedules and coordinates training of all personnel and volunteers; • Assumes fiscal management responsibilities for the allotted grant funds; • Meets regularly with District Finance Officer to ensure compliance with fiscal requirements; • Purchases adequate supplies and materials • Publicizes activities and benefits of the center of the community; • Attends informational and networking meetings with other community organizations; • Coordinates data collection and record keeping for continuous evaluation & planning; • Provides periodic reports to the superintendent, principal, SBDM Council, and Board of Education as required; • Other duties as required to meet the goals and ensure the success of the 21st Century Learning Center. 	<ul style="list-style-type: none"> • Degree preferred in education, social services, or community relations or equivalent work experience. • Strong computer skills with knowledge of Microsoft Office Suite, desktop publishing software. • Strong communication skills. • Highly organized with record keeping skills. • Experience working with youth. • Experience with fundraising preferred.
Data Manager	<ul style="list-style-type: none"> • School office terminology, practices and procedures; • Financial and statistical record-keeping; • Letter and report writing skills; • Health and safety regulations; • Oral and written communication skills; • District organization, operations, and policies; • First Aid practices; 	<ul style="list-style-type: none"> • High school diploma, G.E.D. Certificate

	<ul style="list-style-type: none"> • Basic subjects taught in District schools, including math, reading, language, and science; • Safe practices in classroom and playground activities. 	
Certified Teachers	<ul style="list-style-type: none"> • Provide tutoring and academic instruction services to students; • Provide homework help; • Lead academic and cultural enrichment programs; • Guides students to understand content from various perspectives; • Assess and communicate learning results; • Performs other duties as required by the Program Director. 	<ul style="list-style-type: none"> • Requires degree in education or education related field; • Knowledge of reading, math, social studies, science, the arts, or the humanities. • Familiar with best practices in instruction in both literacy and mathematics
Instructional Assistants	<ul style="list-style-type: none"> • Provide tutoring and academic instruction services to students; • Provide homework help; • Lead academic and cultural enrichment programs; • Assist in data collection, • Performs other duties as required by the Program Director. 	<ul style="list-style-type: none"> • High School Diploma or G.E.D. Certificate; • Knowledge of reading, math, social studies, science, the arts, or the humanities.
High School Students	<ul style="list-style-type: none"> • Monitor and report behavior of students according to approved procedures; report progress regarding student performance and behavior; check and assist students with lab work as necessary. • Perform routine clerical duties such as preparation of instructional and classroom materials; operate copy machine. • Provide support to the teacher by setting up work areas, displays and exhibits, operating audio-visual equipment, and distributing and collecting paper and supplies. • Assist in overseeing students while in labs and clubs. • Follow all health and safety practices and regulations. • Participate in meetings and in-service training programs as assigned. • Perform related duties as assigned. 	<ul style="list-style-type: none"> • Enrolled at Spencer County High School, with priority for students enrolled in FCCLA classes and club or Educators Rising club.

The Program Director and at least one certified teacher is and will retain a CPR/first aid certification each year.

The Program Director, in collaboration with the Advisory Council and School Principal, will recruit certified teachers, teacher assistants, high school students, community members, and other volunteers to work and/or volunteer within the program. Certified teachers who are experienced in reading intervention and literacy instruction will be recruited for the morning reading intervention program. Certified teachers and teacher assistants who are enthusiastic, have shown an ability to help student grow in reading and math, and also have good rapport with students will be recruited to lead the homework assistance and cognitive afterschool activities. Local high school students who are active members in Family Consumer Science and Education Clubs and classes or Educators Rising Club members will be recruited as well to work within the program to lead general activities like snack time and support certified teachers and other volunteers during both cognitive and non-cognitive activities. At the heart of hiring and recruitment is retaining staff that has passion, respect, and concrete skills in working with youth, aligning skills with tasks, and making training substantive and accessible. Our district does not discriminate on the basis of race, color, national origin, age, religion, sex, genetic information or disability in employment, education programs, or activities.

The Program Director, certified teachers, and teacher assistants employed in the program will participate in the four required days of professional development (PD) led by the district each year. This PD varies year to year based on school and district need, but is always reflective of Kentucky Academic Standards and best instructional practices for teaching and learning. The Program Director will collaborate with the school's Instructional Practices Committee each spring in surveying the needs of

certified and classified staff and planning related PD accordingly. The director researches, designs and implements additional 21st CCLC PD for staff that is tailored to the special needs of an out-of-school program. The director gleans information for PD from resources, such as the Afterschool Alliance, the Center for Collaborative Solutions, National Institute for Out-of-School Time, and the Kentucky-Out-of-School Alliance. Additionally, the program will send at least 2 staff members to all professional development activities and trainings required by the KDE 21st CCLC program. A sample Professional Development plan is as follows:

Professional Development Plan including State Level Trainings		
Dates	Topics	Participants
June, July, August (4 days of district PD)	<ul style="list-style-type: none"> Deconstructing the Kentucky Academic Standards in Mathematics Best Practices in Reading Intervention Meeting the Needs of 21st Century Learners Other relevant topics related to student/teacher need 	All certified teachers Program Director All teacher assistants
June	<ul style="list-style-type: none"> Summer School Training and Planning 	All certified teachers Program Director School Administrator
Date TBD (2 days)	<ul style="list-style-type: none"> Level II State Training 	Program Director Data Manager
Date TBD (3 days)	<ul style="list-style-type: none"> Multi-State Conference 	Program Director Data Manager
Date TBD (1 day)	<ul style="list-style-type: none"> APLUS Data Training 	Data Manager Program Director
Date TBD (2 days)	<ul style="list-style-type: none"> Extending Excellence for Continuous Improvement 	Program Director
Date TBD (1 day)	<ul style="list-style-type: none"> Regional Spring Training 	Program Director

Summer Programming: Summer programming takes places over a four weeks period in the summer, usually two weeks at the end of June and two weeks at the beginning of July. It is open to all grades including incoming Kindergarteners through 4th going into 5th grade. There are at least four certified teachers, at least four instructional assistants, and four high school students hired for the summer program. It is a Monday through

Friday program, with Monday through Thursday being school-based for academics and enrichment and Fridays being educational field trips. The program begins at 8:30 am with free breakfast for all students. It ends at 3:00 pm each day. There is a 1.5 hour block devoted to math instruction and a 1.5 hour block devoted to literacy instruction. Also, there are at least three enrichment stations each day with topics and activities that vary from crafts to nutrition and guest speakers from local community services such as the Corp of Engineers presenting boating safety. This past year, the summer program had an average daily attendance of 89 students. A sample schedule is below.

Sample Summer Programming Schedule	
8:30-9:00	Arrival and breakfast
9:00-10:30	Reading
10:30-11:00	Enrichment Center
11:00-11:30	Enrichment Center
11:30-12:00	Enrichment Center
12:00-12:30	Lunch
12:30-1:00	Gross motor skills/Social emotional skills
1:30-3:00	Math
Fridays are educational field trips so the schedule varies after breakfast	

Part III: Management of Plan

Minimum Service Hours Met: The program will included a morning program for Reading Intervention in grades K-3, operating Monday through Thursday, from 7:15 am to 8:15 am for a total of 4 weekly programming hours. The program will include an afterschool program open to grades K-5, operating Monday through Thursday, from 3:40 pm to 5:40 pm for a total of 8 weekly programming hours. This is a total of 12 hours of weekly programming offered, at four days per week, and three hours per day.

Capacity and Experience: The current program is in the fourth year of successful operation, with the initial grant originally written to service a total of 50 students. Prior to

the current 21st CCLC grant, the school successfully implemented afterschool programs that included ESS, and additional clubs such as drama, chorus, academic team, and cheer. These experiences, along with family events such as family learning nights, provided collaborative experiences between certified staff, staff administration, and internal and external partners. Following the implementation of the current 21st CCLC program, these experiences have expanded to include homework and tutoring, collaboration on enrichment clubs with community partners, and a multitude of family events.

Available Resources: The program has access to the school's site-licenses for online learning – such as Lexia®, Dreambox® and BrainPop®. The school participates in the USDA snack program, thus allowing snacks for students in the school year program and breakfast in the summer program. Our district is also committed to providing resources for the 21st CCLC, including additional technology, materials, resources, space, at-cost fuel pricing, technology (staff computers, phones, printers, etc.), custodial staff time, etc.. Our school and district will be jointly absorbing substantial in-kind costs, including: transportation, some flexible benefits, space, staff technology, office equipment and furniture, classroom furniture, energy costs, and custodial services. District staff also provide support for grant implementation and oversight, including the principal, Title I Director, and Finance Officer. Co-applicant is providing use of staff, and volunteer recruitment and training.

Process to Include Private School Students: Every year, the district mails a letter to all households who provide homeschooling and also to students in private schools which provides them a list of available federal programs. Private schools in the county have a

yearly meeting with the Assistant Superintendent to coordinate collaborative relationships with the district and plan for available programs. Homeschooled students have participated in the current 21st CCLC summer programming in previous years.

Process to Include Students with Disabilities: While all students are invited to attend the program priority is given to students who are identified at-risk for academic and/or social emotional deficiency and this includes students with disabilities. Students who are identified as having a disability are on the list of priority students. Any student who has an Individual Education Plan (IEP) or a 504 Plan, will be targeted and invited to participate in the morning (K-3), afternoon, and summer program. Additionally, the current program staffs two certified Exceptional Education (ECE) teachers who use best practices to accommodate and modify activities based on the exceptional needs of students with disabilities.

Facility Description: The program will continue to be hosted at the current elementary school site. All utilities, maintenance, and care of the building, and any associated costs with use of the host facility is provided in-kind by the school district. The school is a state-of-the-art facility that was newly built and opened in 2017. The entrance features a two-story grand hallway that showcases the common areas including a glass-walled media center, gymnasium, art room, and cafeteria that easily converts into an additional gymnasium space. The gym includes a stage and can be accessed by the music room, additionally, there is a keyboard lab off the stage. The gymnasium includes a rock-wall for climbing and several basketball goals. The music room is complete with built-in risers. The art room contains a kiln room. The library is a two-story facility that houses a full computer/STEM lab in the building and carts of devices available for check-out and

use. Outdoor recreational facilities include a playground for grades K-5 and a separate fenced playground that serves preschool and Kindergarten aged students. The current 21st CCLC program has an assigned classroom to manage and house all personnel and supplies. All rooms are made available to the program as needed for the before school, afterschool, and summer program. All evening whole-school programs such as family nights are scheduled with the current 21st CCLC program in mind, as to not overlap or impede on those services.

Safety, Accessibility, and ADA Requirements: The school meets all ADA guidelines for accessibility for all students, staff, families, and volunteers. The school and district have crisis and emergency management protocols in place and the 21st CCLC staff will continue to be provided training and access on these protocols each year. The school is equipped with telephones and a PA system in all rooms. All school visitors must enter through the front office which is equipped with a buzzer system and camera and a sign in process. All exit doors remain locked during school hours, as well as each classroom door. Handicap accessible ramps, water fountains, restrooms, and an elevator are located in the building. Student activity logs and attendance will continue to be maintained accurately each day to ensure all staff are aware of the location of each student in the program at all times.

Safety Procedures and Emergency Preparedness: The emergency drills timeline was planned and modeled after the school's current system based on Kentucky Department of Education Guidance document for Senate Bill 8/House Bill 354 on Emergency Management Planning for Schools and Districts. Kentucky Statute KRS 158.164 requires monthly fire drills and also mandates severe weather, lockdown, and

earthquake drills take place within the first 30 days of school and again in January following the holiday break. Additionally, Senate Bill 1 (2019) provides further guidance on school safety and requires active shooter training for schools. The Program Director will collaborate with the District Safety Coordinator and the School Principal to review all drills and safety procedures, along with coordinating training needed for all program staff. All staff members will participate in the drills listed in the timeline below, as well as the safety procedures review and active shooter training that takes place each year prior to the first day for students.

Timeline for Practicing Emergency Drills	
August 17	Lockdown Procedures Severe Weather Drill Fire Drill Earthquake Drill
September 7, October 12, November 9, December 7	Fire Drill
January 11	Lockdown Procedures Severe Weather Drill Fire Drill Earthquake Drill
February 8, March 8, April 12, May 3	Fire Drill

Snacks and Meals: Students who participate in the afterschool program are served a snack prior to the Homework Assistance block. During the summer, each student receives both breakfast and lunch. The school participates in the USDA National School Breakfast/Lunch Program. All snacks served to afterschool students, along with breakfasts and lunch during summer school are free to all students and meet all USDA guidelines.

Transportation: Students who attend the program will have three modes of transportation possible: car drop off and pick up, bus transportation, or walking to nearby neighborhoods. Each day, the district provides bus transportation consisting of

two buses that pick up for the morning program and drop off from the afternoon program at four main locations. Approximately 40% of the current attendees of the program are bus riders.

Part IV: Collaboration and Partnerships

Co-Applicant Agreement: The co-applicant is the extension office. The agreement is signed and attached and outlines the partnership and list specific contributions and support. This has been a successful partnership over the last four years of the initial 21st CCLC grant.

Community Partnerships: Seven community partnership agreements are attached and list specific contributions and support. One partnership is a school partnership, while the others are community partnerships that will improve planning and sustainability.

Membership and Role of the Advisory Council: In the development of the original grant application the initial seeds were planted for the Advisory Council, a group of administrators, teachers, parents, and community members, who meet on an ongoing basis to discuss program goals, objectives, and outcomes. This group is extensive and includes the Assistant Superintendent, Principal, Counselor, Title I Coordinator, Teachers, Cooperative Extension Agents, Family Resource Director, Transportation Director, two students and parents. The council meets at least quarterly and reviews student and family progress toward goals.

Advisory Council Role in Grant Application: As mentioned above, the group that first convened began this process as a result of seeking solutions to a problem. Based on the growth from the original grant, the council determined a need to offer expanded

services. Due to this, the council began the process of data gathering and gathering input from stakeholders, then analyzing the data and survey results to plan ways to meet the expansion needs. This council will meet at least quarterly to review student and family progress towards the stated goals, objectives, and outcomes. These meetings will be open to the community.

Part V: Evaluation

Lead Person for Data Collection: The lead person responsible for all data collection is the Program Director. The Program Director will work collaboratively in PLC meetings, Rtl meetings, faculty meetings, and informal meetings with all school personnel, including but not limited to, teachers, Instructional Coach, Assistant Principal, and Principal to collect all needed data to measure the progress of the program toward the goals, objectives, and outcomes. The Program Director will also make sure all relevant data is shared with the Data Manager of the program for timely and accurate input. The following table outlines the program evaluation methods which includes multiple sources of data to guide the program in measuring all six goals and twelve related objectives, including a timeline for gathering relevant data:

Program Evaluation Methods		
Goal	Objectives	Data Source/Timeline
1. Increase academic achievement of regularly participating students	1.1 By 2023, MAP data will reveal a 15% decrease in students performing below the grade-level norm in math. 1.2 By 2023, MAP data will reveal a 15% decrease in students performing below the grade-level norm in reading.	<ul style="list-style-type: none"> • Brigance-August each year • MAP Data-August, December, April each year

2. Improve non-cognitive indicators of success in regularly participating students.	2.1 By 2023, we will see a 10% reduction in the number of total office referrals. 2.2 By 2023, we will see a 10% decline in the total number of students who are chronically absent.	<ul style="list-style-type: none"> • School Attendance Reports-monthly • Office Referral Data-ongoing • Tier 2 and Tier 3 Behavior Summaries-quarterly
3. Increase the number of students attending the program 30 days or more during the academic year.	3.1 By 2023, there will be a 20% of increase in students attending the morning program for K-3 reading intervention. 3.2 By 2023, there will be a 25% increase in the total numbers of students attending the program for 30+ days.	<ul style="list-style-type: none"> • Morning Program Attendance Report-weekly • Afternoon Program Attendance Report-weekly
4. Increase the access of high-quality programming.	4.1 By 2023, there will be a 20% increase in after-school activities in math, reading, and STEM through the 21 st CCLC program. 4.2 By 2023, there will be a 20% increase in non-cognitive afterschool activities through the 21 st CCLC program.	<ul style="list-style-type: none"> • Morning Program Attendance Report-weekly • Afternoon Program Attendance Report-weekly • Schedule of offerings each quarter
5. Increase the transition readiness awareness for elementary students.	5.1 By 2023, there will be a 15% increase in the number of students participating in college and career awareness activities. 5.2 By 2023, there will be a 15% increase in the number of students participating in middle school transition readiness activities.	<ul style="list-style-type: none"> • Schedule of career and transition readiness activities • Afternoon Program Attendance Reports • Sign in sheets for other career awareness or transition activities
6. Increase educational opportunities for parents and families that support academic achievement.	6.1 By 2023, there will be a 15% increase in parents participating in skill building activities. 6.2 By 2023, there will be a 15% increase in attendance in family and parent opportunities.	<ul style="list-style-type: none"> • Sign-in sheets

Data to Strengthen/Refine/Revise Program: Data will be gathered to review all goals

and objectives of the program. Data will be utilized at all quarterly Rtl meetings to gauge student progress and to make additional referrals. Data will be utilized at Advisory Council meetings to gauge program effectiveness including interventions, enrichment activities, and family learning events to determine what was successful and what areas need improvement. For example, if a student shows no growth on the winter MAP in

math, the online enrichment program for math, as well as strategies used by the math teachers during tutoring will be altered to try new strategies. If attendance is particularly low at a family event, things such as advertisement, transportation, location, time, events offered will be reviewed to determine what changes need to be made. If particular activities are working well for students, the Site-Coordinator will share strategies and resources with classroom teachers during weekly Professional Learning Community (PLC) meetings.

Results Disseminated to Stakeholders: Advisory Council meetings are open to the community and information about the 21st CCLC is disseminated throughout the school district and community in several ways, as developed by our Advisory Council.

- The Program Director has developed informational brochures describing the programs and services available to students and families.
- Letters are sent home with students at the beginning of the school year, with the new student packet, and then again in second semester, describing hours of operation, academic services, enrichments, other program offerings, contact information and when to anticipate further information about the program.
- This same information about the program is listed on the home page of the district and school websites.
- The monthly school newsletter, all calls and email communication with families also announce programs, services, and upcoming events.
- Information is shared with local businesses and churches to reach families who do not always read or have access to school communications.
- Information about the program is given out at back to school nights, open houses, school registration, PTA sponsored events, in the YSC, and in the **Cooperative Extension office**.
- The School Principal, Program Director, and other staff member uses social media (especially Facebook) to disseminate information about the program.
- The Program Director maintains a Weebly website for the program
- A bulletin board is easily visible in the school building and is dedicated to program events and activities

Strategies to Address Students Not Making Adequate Progress: Performance will be assessed continually with the measures listed in the Program Evaluation Methods. If

adequate progress is not made based on these measures, staff will convene with the Advisory Council to make improvements. If enrichment programs and family programs are showing signs of inadequate attendance or progress, these will be redesigned as well.

Part VI: Budget

Funds Used to Supplement not Supplant: The attached budget reflects proper allocation of resources to run a very successful 21st CCLC program as we have done for the last 4 years. As in all federal programs, such as Title 1, district guidelines and procedures are in place to prevent supplanting and to conform to all criteria and be in compliance with all requirements of this area.

Separate Accounting Maintained: The Program Director and the district Finance Officer work closely together to ensure compliance with all district, state and federal guidelines for school finance and grant compliance and to ensure accounting and tracking as required. A separate accounting of all 21st CCLC funds takes place at the school/district.

Tracking Staff Time and Effort: Bi-weekly, all grant staff submit time sheets which are signed by the Program Director, Principal, and tracked by both the school bookkeeper and tracked by Central Office accounting staff. Separate procedures for all accounting and tracking have been maintained throughout the 4 years of the grant.

Financial Capacity to Manage Grant Program and Secure Funding: The district has met budget in all previous years and currently has over 11% in the district contingency fund. The district has been awarded numerous grants over the past several years, including 3 previous 21st CCLC grants. All grants have been found in financial compliance. The

Site-Coordinator and the district Finance Officer work closely together to ensure all funds are disbursed as appropriate. The school district has an extensive operating budget and sufficient fiscal resources to cover any expenses (salaries, benefits, transportation costs) that might be necessary before grant funding is available for payment.

Preliminary Sustainability Plan: With the original grant, we have been able to purchase an extensive collection of materials and supplies to set up a successful program. Our school and district are now jointly absorbing substantial in-kind costs, including: transportation, some flexible benefits, space, staff technology, office equipment and furniture, classroom furniture, energy costs, and custodial services. District staff also provide support for grant implementation and oversight, including the principal, Title I Director, and Finance Officer. Co-applicant is providing use of staff, and volunteer recruitment and training. The school is also supporting the 21st CCLC with the use of existing site-licenses for Lexia, AR, Dreambox, and BrainPop. Our school and co-applicant are committed to the sustainability of the program through non-grant funding. We have a partnership history with the Cooperative Extension that will result in the growth of the program in the community. There will be contributions to this program from the elementary school, the Cooperative Extension Office, the school district, other community partners, and parents. The school will absorb the maintenance and energy costs necessary to operate the program. The co-applicant is making contributions in terms of curriculum, materials, supplies, volunteer recruitment and training, and direct instruction for enrichment programs and activities. In addition, the district absorbs some indirect administrative costs, such as telephone and internet.

BUDGET SUMMARY

Budgeted items are only proposed amounts and subject to final KDE review and approval.

Budget Category	Year One (2020-2021) School Year		Year Two (2021-2022) School Year		Year Three (2022-2023) School Year	
	Amount Requested	**In-Kind	Amount Requested	**In-Kind	Amount Requested	**In-Kind
School Personnel	\$47,486.70		\$47,486.70		\$47,486.70	
Summer Personnel	\$14,560		\$14,560		\$14,560	
Fringe Benefits	\$18,890.16		\$18,890.16		\$18,890.16	
Travel (program staff)	\$2,000		\$2,000		\$2,000	
Equipment	\$8,000		\$8,000		\$8,000	
Supplies & Materials	\$3063.14	\$1,000	\$3063.14	\$1,000	\$3063.14	\$1,000
Adult Skill Building (1% of grant funds yearly)	\$1,000		\$1,000		\$1,000	
Contractual						
Indirect Cost (LEAs must use district restricted rate, CBOs & FBOs use 8% or less)		\$1,400		\$1,400		\$1,400
Summer Materials & Supplies	\$5,000		\$5,000		\$5,000	
Transportation (School Year, Summer, Field Trips)		\$15,000		\$15,000		\$15,000
Other (specify)						
Volunteers	N/A	\$1,920	N/A	\$1,920	N/A	\$1,920
Yearly Totals (Grant and In-Kind Funds)	\$100,000	\$19,320	\$100,000	\$19,320	\$100,000	\$19,320

Grants funds cannot be used to purchase facilities or support new construction.